

# National Congress

# Bulletin



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## Dear P.T.A. President:

NOW, IN OCTOBER, come the days when our parent-teacher work develops. Membership is building up; committees are beginning to function; people are learning to know one another as they work together for common purposes and share responsibilities.

It is during this month that the earnestness of your intent will show itself. May your activities for children be full of vitality and value. May the needs of your own community, more than any other factor, determine what your P.T.A. will be doing this year. There is no limit to the possibilities. Take your time and energy count.

I hope you will not depend just on the workers of former years. Young parents will be coming into your school—mothers and mothers who will seek eagerly to be a part of the school life into which the family is just becoming initiated. There will also be a few who have moved into your neighborhood from other places. Some of them will have had fine P.T.A. experience, some none at all. Yet the participation of these new members will help give them a feeling of belonging to the community as they share in the P.T.A.'s concern for their children and all children.



This photograph, taken in Rome by Carl Mancell, staff photographer for the National Education Association, shows Mrs. James Parker, National Congress president, and C. C. Trillingham, president of the American Association of School Administrators, as they look over the session schedules of the World Confederation of Organizations of the Teaching Profession.

» This is the time, too, as your membership increases, to provide opportunities for every father and mother—yes, and every teacher—to know about the "National Parent-Teacher" magazine. By the way, did you like the story of my trip to Rome in the October issue? I wanted you to feel as if you had shared the trip with me. Learning how many other peoples have struggled for the things we often take for granted made me appreciate our own country the more. Some of those whom I met could not understand our strong emphasis on local control of education. Because all financial support for their schools comes from their federal government, they could not really believe that we contribute to the support of our schools out of local funds. But local interest in our own schools is, of course, part of our whole background.

» To continue thinking about your school year—do depend heavily on the publications that have been prepared for you with infinite care by the National Congress through its special publications committee and its staff. Having once served on this committee, I know how earnestly every little leaflet and every thick brochure is considered before a word goes down on paper. I have seen how our "Parent-Teacher Manual" has developed through the years, making it possible for you and your leadership group to find the answers to almost any question about the P.T.A. that you may have. Use the "Manual" often. I won't say "Learn it by heart," of course, but do try to study it enough so that if you do wonder about any phase of your P.T.A. work you will know where to find immediate help.

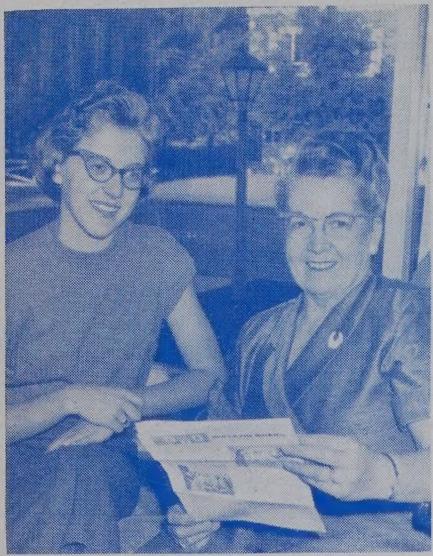
» The section on parent-teacher committees in the "Manual" will often give you ideas for programs and leads to projects and action. Don't keep its light under a bushel, but let its helpful information lighten your burdens and enlighten your leaders on P.T.A. procedures, policies, and ideas.

» This will be all for now. Next month we'll talk about Thanksgiving.

Sincerely,

*Merle V. Parker*

MRS. JAMES C. PARKER, President  
National Congress of Parents and Teachers



• Mrs. Baker and her daughter Catherine—better known as Cathy—who is a high school senior and the youngest holder of a life membership in the Utah Congress.

**A**N IDEA conceived in 1897 grew into an action program for human betterment when Alice McLellan Birney and Phoebe Apperson Hearst founded the National Congress of Mothers. What was good for the favored child, they thought, was good for all children and youth, for they had ample evidence that too many children were being neglected and their energies dissipated. These women knew that most parents wanted to be good parents; that most children and youth grow into responsive, responsible citizens if given the right climate in which to grow.

### Forward-Moving Plan

They clearly stated their purposes and objectives when they agreed upon the five Objects, on which all P.T.A. action is based. Home, school, and community became inseparable agencies working together for a common concern—the welfare of children and youth.

If we analyze the procedure used in launching this great parent-teacher idea, we find it shows clearly what can be accomplished when we plan well and act intelligently. Now, almost sixty-two years later, we have an organization with limitless resources, an abundance of fine leadership, and millions of members, who are working to achieve those same goals and to add to the accomplishment of the past. Our heritage has not come to us by the swift, smooth route of jet propulsion. Instead, it has come to

# OUR LEGACY AND OUR CHALLENGE

## *A Message from Mrs. H. Cecil Baker, Chairman Committee on Programs and Founders Day*

us by way of horseback, surrey (yes, occasionally with the fringe on top), steamboat, bus, and car, as countless P.T.A. workers have carried along the P.T.A. message.

### The Widening Circle

From a small beginning and through years of dedication, courage, and service, the National Congress of Mothers has grown into the National Congress of Parents and Teachers, where teachers, fathers, mothers, students, and other interested citizens work together for common objectives; we are no longer a small circle of parents. This great organization has made its impact in solving long-standing problems of poverty, ignorance, and language barriers, as evidenced by the two following examples:

The publication *Parents and Teachers as Partners*, written by Eva H. Grant, editor-in-chief of Congress publications, was translated into the languages of Iraq and Pakistan and published by their ministers of education.

A story to appear in the *National Parent-Teacher* tells of an American U.N. representative who arrived in Katmandu, the capital of Nepal, a tiny, isolated kingdom encircled by the Himalayas. A Nepalese youth who had been trained in New Delhi accompanied the representative into village schools. The youth spoke primitive English, but with authority he pointed out a parent, a teacher, a preschool child, and referred to "action programs." When the puzzled American asked him where he had learned so much, the young man pulled from his jacket two worn copies of the *National Parent-Teacher: The P.T.A. Magazine*—a gift to his teacher from an American P.T.A.—which he had used as a sort of textbook.

So we see that the contributions of the parent-teacher organization do not stop at the borders of America but, in an ever widening circle, extend to

children in many parts of the world. It is not beyond the realm of reality to envision this organization as foremost in spreading understanding and peace among peoples of the world.

### A Time To Look Ahead

We are in the center of a circle that knows no bounds—a circle that widens and grows with each new idea and ripple of purposeful activity. We look at the past for important lessons, but we study the present to evaluate our contributions and to see if we are meeting needs, for our achievements and the goals we reach are guideposts for the future. The work we do today must add strength and substance to the foundation of the past in order to support future achievements. And as we look into the future with its rapid changes and great demands, we realize that our organization must be ready to meet its challenges and to assume responsibility for solving its needs.

Founders Day is our special time for self-evaluation—to find the answers to such questions as: Where have we been? Why are we here? Where are we going? We must tell the P.T.A. story in the most interesting, up-to-date manner that twentieth-century ingenuity can provide. But we must not overemphasize the past. If we plan well, I feel certain we can recognize our heritage while we also emphasize today's action programs and administration theme, "Strengthening the Home, Source of Our Nation's Greatness," and look ahead to tomorrow's parent-teacher goals.

### Note to Local Presidents:

- Please share this issue of the *National Congress Bulletin* with your Founders Day chairman, so that you may begin to plan now for the annual observance of Founders Day in your P.T.A.



# FOUNDERS DAY U.S.A.

A timely overview of the nation-wide annual activity that commemorates the founding of the National Congress of Parents and Teachers and helps to extend its program for children and youth

**ALABAMA.** The state congress chalked up "the best Founders Day programs ever"—probably a result of the idea-minded state chairman's intensive promotion. The state office was swamped with requests for Founders' pictures, key rings, seals, ideas, etcetera.

**ARIZONA.** To encourage parent-teacher members to make the most of a significant, once-a-year occasion, the *Arizona Parent-Teacher News* had this to say: "Founders Day is a celebration of the future as well as the past. It is more than a tribute to yesterday; it is a commitment to tomorrow. From the past we inherit a legacy of historical achievements for children, families, schools, and communities. To transmit a richer heritage than we have received is your responsibility."

**ARKANSAS—Vilonia P.T.A.** Presenting state life memberships to four former local presidents, the unit joined 21 other P.T.A.'s that used the same form of recognition for distinguished service during the month.

**CALIFORNIA—Arcadia Council.** A two-volume "book report" on "The Little Red Schoolhouse in the Town That Grew" and "The Tale of Two Citizens in the Town That Grew" traced the growth of the Arcadia school system side by side with P.T.A. achievement to hand disclosed the names of state life membership recipients.

An amusing early-day story to come out concerned a lady who not only owned a car but could drive it. Thinking that any woman with enough self-confidence to drive a car would surely make a good leader, P.T.A. members elected her as their president.

**COLORADO—Aurora P.T.A.** *Founders Day Fantasy of 1958*, a 22-minute musical staged by 9 Aurora mothers for the P.T.A., was enjoyed so hugely that 11 other P.T.A.'s requested and received performances. Said one member of the cast about the musical: "It's a sort of bantering thing, but nevertheless it's a dead serious proposition."

**CONNECTICUT—Garden School P.T.A., Stratford.** A play for the Founders Day program was written and directed by a father, who also turned out to be one of the best actors in it. Mimeographed copies of the play—a fine example of what men can do—were included in local unit packets.

**DISTRICT OF COLUMBIA—Blow School P.T.A.** Appropriately the Founders Day meeting was in keeping with the theme for Brotherhood Week, "Rearing Children of Good Will."

**FLORIDA—David Fairchild P.T.A., Miami.** In addition to their traditional Founders Day activities, P.T.A. members visited classrooms to see the special exhibits arranged by pupils and teachers. Creative talents of children, hitherto unrevealed, were discovered by many a parent.

**GEORGIA.** Asking that Founders Day be "more than a celebration of the past," the publicity chairman suggested that this occasion is "an opportunity to make history." Tying her idea to Georgia Congress initials, she advised local units to "Give generously, Contribute in every way, and Pay today To serve the children of Georgia."

**HAWAII—Aliiolani P.T.A.** In recognition of distinguished services, the P.T.A. presented the school's principal with the highest honorary award in the National Congress, a National Life Membership.

**ILLINOIS.** The state chairman asked local unit presidents to help each member realize exactly how the Founders Day Gift is used

and that it is divided equally for state and national extension work. To clear up the picture, she listed the actual 1956-57 Illinois extension expenses—for field service, organizing new units, *National Parent-Teacher* subscriptions for new units and scholarship winners, cooperation with colleges, conferences and workshops, exhibits, and cooperation with other organizations. The brief but concise picture showed how one state's portion of the Founders Day Gift was used to spread its service and influence for the well-being of children and youth.

**INDIANA—South Bend Council.** Although P.T.A.'s in the council pay tribute to the Founders in their individual meetings, the council holds an annual Founders Day dinner, which is always well attended. Last year's chief speaker, the Indiana Congress president, had as his topic "Adventures in Courage."

**IOWA—Boone City Council.** A Saturday Founders Day program featured the awarding of a state life membership. Because the proceeds from most purchases of such memberships go into state congress scholarship funds, more and more parent-teacher groups are using them to put a Founders Day accent on past service while helping to ensure the service of excellent teachers in the future.

**KANSAS—District Four.** Founders Day month was "Visiting Month," and local units presented programs centered in such basic subjects as Congress publications, health and safety, social and civic consciousness, international relations, the Congress emblem.

**KENTUCKY—Carlisle P.T.A.** An example of the fine evaluation of activities that can be made by most P.T.A.'s was a listing compiled by this unit of a 500-student combined elementary and high school. Among its many achievements: yearbooks for the first time; membership increased 116 per cent; audio tests sponsored; workbooks and supplies furnished to children of indigent families.



© Tulsa Tribune

- Five school principals who were active as committee chairmen in the Tulsa (Oklahoma) Council were presented Distinguished Service Awards by the council at its 1958 Founders Day observance. Here Mrs. R. E. Ausburn, council president, makes the presentations to (from left) W. R. Yeubanks, Owen School; Frank L. Sensintaffar, Sequoyah; Russell Conway, Lincoln; James M. May, Holmes; and O. V. Porterfield, Springdale.

**LOUISIANA—John J. Audubon P.T.A., New Orleans.** Celebrating its own fiftieth anniversary along with the sixty-first Founders Day, the unit covered the community with posters highlighting achievements, membership, objectives, and pictures of local presidents who had given their efforts. Scrapbooks, minutes of meetings, state and national publications, and literature on child development were displayed at the special meeting.

**MAINE—Jonesport P.T.A.** High school students cooperated in setting up a Founders Day window display that featured a huge replica of the P.T.A. Objects bookmark-greeting card.

**MARYLAND.** The state congress offered local units a chance "to crow about" their accomplishments and programs by sending the stories to the state office. An "Oscar" for the winner was to be reported in the *Maryland Parent-Teacher*.

**MICHIGAN.** From the *Michigan Parent-Teacher*: "As single individuals, few of us are able to do much to improve the child's environment. But how powerful we are as we march in the company of 11 million members who share our concern and purpose."

**MINNESOTA.** Founders Day emphasized in a state congress television program, "This Is Your P.T.A." over KTCA, was the kickoff date for TV programs that followed in March, April, and May.

**MISSISSIPPI—Gillsburg P.T.A.** Founders Day recognition was extended to 9 past presidents and to 3 members whose attendance records showed no P.T.A. meeting missed in 9 years.

**MISSOURI—Rolla P.T.A.'s.** A prominent item in the *Rolla News* accented the fact that local units were joining with other Congress units in accepting President Eisenhower's appeal "to see whether [your school] meets the stern demands of the era we are entering."

**MONTANA.** Relative to possible effects of the Founders Day Gift, the Montana chairman said in the state bulletin: "Have we considered the benefits to be derived by a potential delinquent or blameless child who could become a useful and normal adult because of some action we may take? Have we thought of the cost of correction in relation to the cost of prevention?"

**NEBRASKA.** A calendar for February in the *Nebraska Parent-Teacher*: "(1) Observe Founders Day (being sure to send your free-will offering to the state office); (2) include a publications display with your Founders Day observance; and (3) observe Boy Scout Week and Brotherhood Week along with Founders Day."

**NEVADA—John C. Fremont P.T.A., Las Vegas.** P.T.A. fathers starred in the Founders Day program with the skit they staged, *Fathers Fathom Founders Day*. One act was dubbed "P.T.A. Bored Meeting."

**NEW JERSEY.** A February "Personal Opinions" column of the *Trenton Trentonian* presented comments and pictures of P.T.A., council, and state congress leaders. The lead statement: "Through the efforts of the P.T.A. . . . many improvements were brought about in America's education system. Today four P.T.A. officials tell what they believe was the organization's biggest contribution during its sixty years."

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<b>EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS</b>		
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**NEW MEXICO—Sunnyside School P.T.A., Gallup.** A Founders Day reckoning brought to light the unit's record of 100 per cent membership for 17 years.

**NEW YORK.** In a compact bulletin article the state congress historian gave local units some useful history of achievements in the state, while the Founders Day chairman urged that the February meeting's "reorientation and rededication be led carefully to increased P.T.A. thought and action."

**NORTH CAROLINA—Burlington P.T.A.** Rounding up facts for Founders Day, the unit discovered it had sent representatives to the national convention two years before the North Carolina Congress came into being.

**NORTH DAKOTA.** Put a quiz into your Founders Day program, suggested the state chairman. Questions, she thought, might center in: "(1) the reason for Founders Day; (2) the reason for the birthday gift; and (3) points on the purposes, programs, and origins of the P.T.A." An alternative idea, she said, would be to "use this material as a basis for a talk by a prominent citizen, school administrator, or visiting speaker. Invite discussion."

**OHIO.** A special state congress Founders Day packet for P.T.A.'s included a promotional letter, a story of the birth of the National Congress, mimeographed materials, the *Founders Day 1958* pamphlet, a Founders Day report blank (with requests for samples of publicity and copies of program materials), and directions for mailing the Founders Day Gift.

**OKLAHOMA—Kendall P.T.A., Tulsa.** When one of the school's teachers was honored at the Founders Day meeting, former pupils —some of them from a 1924 class—recounted school and P.T.A. incidents from behind drawn curtains. They emerged as the alert honoree identified their voices.

**OREGON—Gilbert P.T.A.** A 1915-16 president, who received a past president's pin during the Founders Day program, had missed only one Founders Day meeting through the years—because of an automobile accident on her way to the event.

In the *Oregon Parent-Teacher*: "A host of new people haven't the faintest idea of what P.T.A. means . . . Why not use *Where Children Come First* as a basis for a panel discussion of the real meaning of P.T.A.?"



• At the Founders Day meeting of the Greater Hazleton Area Council in Pennsylvania, Mrs. William C. Rowett, vice-president and public relations chairman, is awarded a state congress life membership. From left: Mrs. Lucille Foulkrod, council Founders Day chairman; Mrs. Rowett, who has since been elected council president; Mrs. Cecil S. Garey, National Congress vice-president, who presents the membership pin; and Mrs. Kendall Anderson, council Founders Day co-chairman.

## FOUNDERS DAY U.S.A.



© Woman's College News Bureau, U.N.C.

- A record number of men register for the North Carolina P.T.A. Institute, held at the University of North Carolina. Institutes such as this bring information and inspiration to leaders and prospective leaders, and the Founders Day Gift provides part of the funds required for this extension work.

**PENNSYLVANIA—Cottingham P.T.A., Easton.** At the invitation of the P.T.A., the mayor of Easton signed a Founders Day proclamation to observe the sixty-first anniversary of the founding of the parent-teacher movement.

**RHODE ISLAND.** Boy Scouts in the state observed their organization's birthday week by saluting the Rhode Island Congress on the occasion of its national anniversary. Fifty-eight Rhode Island Cub Scout and Boy Scout troops have been sponsored by P.T.A.'s there.

**SOUTH CAROLINA—Sylvia Circle P.T.A., Rock Hill.** Members representing father, mother, teacher, preacher, Founders, and the community presented a candle-lighting skit, *Goals for Our Children*, to 210 other members and guests.

**SOUTH DAKOTA.** More than two pages of an issue of the *South Dakota Parent-Teacher* were devoted to "Findings on Extension," an analysis of how local units could explain the need for extension funds by way of the Founders Day Gift.

**TENNESSEE.** A copy of the newly brought-up-to-date state congress history, *Pioneers and Parents*, was mailed to each local unit in time to be used for Founders Day programs.

**TEXAS—Port Arthur Council.** An Honorary National Life Membership was presented to the council's president. Found in her record of parent-teacher service: P.T.A. president, reorganization committee chairman, and other local offices; county council president and scholarship committee member; aide to the district president, district publications chairman, and member of the nominating committee; and so on.

**UTAH.** To encourage the use of achievement lists, the Utah Congress set up an example for local units by reviewing in the state bulletin many of the programs successfully supported by the congress.

**VERMONT—Lunenburg P.T.A.** A retired teacher who started the hot lunch program in the community and put the first Christmas tree into a local school was subject of the Founders Day program, "This Is Your Life, Aunt Matt." The lady is still an active P.T.A. member.

**VIRGINIA.** The state bulletin traced the origin of the Virginia Congress in order to explain why "we are unique among the states and must never fail in carrying the torch of education passed on to us by our Founders."

**WASHINGTON.** Commenting that "Evening meetings are more popular each year, and more fathers are serving as officers, committee chairmen, and taking part in programs," the state programs and Founders Day chairman listed P.T.A. themes that may explain why: "Family Unity Builds the Community," "The Children's Bill of Rights," "Youth Comes But Once in a Lifetime," and "Our Children's Occupation."

**WEST VIRGINIA—Monongalia County Council.** Two themes, "Where Children Come First" and "Lighting Our Candles," were used for the Founders Day dinner and program at which the new state president was an honored guest. Her topic, "My Candle," was an aptly chosen basis for the description of a state president's duties as they relate to local, state, and national programs.

**WISCONSIN.** The May issue of the *Wisconsin Parent-Teacher* presented the "President's Calendar" as a guide for the next year's P.T.A. activities. February's Founders Day entry was well elaborated with an explanation of parent-teacher extension work.

**WYOMING.** A traditional state bulletin practice is to invite a past state congress president to relay a message to local units in the Founders Day issue and thus aid in making the anniversary occasion more meaningful.

**GEORGIA, NEW JERSEY, and NORTH CAROLINA** coupled their Founders Day Gift promotion to their needs for state office building funds.

**GEORGIA, INDIANA, KENTUCKY, NEW JERSEY, NEW YORK, and PENNSYLVANIA.** Titles of Founders Day editorials noted in newspapers from these states: "Participation in Parent-Teacher Associations Can Help Your School and Your Children," "The P.T.A. Story," "Object of the P.T.A.," "A Salute to P.T.A.'s," "P.T.A.'s Founders Day," "Important Group—the Elwood Parent-Teacher Association" (Elwood, Ind.), and "Happy Birthday."



© Jon's Studio

- Here we look in on the National Congress conference for state congress extension leaders, held in Chicago, September 27-28, 1957.

GIVING A BIRTHDAY GIFT to honor our Founders is an essential part of every Founders Day program. This is not an assessment on uninformed or unwilling members but a free-will gift from members who know their contribution will be used to extend and enrich parent-teacher services for children and youth.

#### **Every P.T.A. Member Should Know . . .**

- That only when *all parents and all teachers of all children in school* are active, participating members of a P.T.A.—the best instrument known for getting things done for children—will it be possible to develop a completely effective home-school partnership.
- That the process of mobilizing, organizing, informing, training—and *inspiring*—ever more parents, teachers, and other citizens is a parent-teacher responsibility—even an obligation.
- That the Founders Day Gift is used *only* for such extension work.
- That the Founders Day Gift from each state is *divided equally* for extension use by the state congress and the National Congress.
- That every P.T.A. in membership with the National Congress benefits from this program.
- That, as each year's extension service is carried out, state congresses and the National Congress get more and more requests for assistance. This is as it should be. But because their regular budgets cannot always handle these extra expenses, they must depend on the Founders Day Gift to supply the means for taking care of the work that is so necessary for helping P.T.A.'s.

#### **Scope of Extension Work**

The exact meaning and scope of extension work are set forth in the policies and practices that have been built up through the years for the guidance of National Congress leaders. But how are these extension policies and practices applied by the National Congress and its state branches?

- Each state congress is free, of course, to decide on the services it needs to give and what extension aid it will re-

(Continued on page 7)

# THE FOUNDERS DAY GIFT

State	Number of Units	Amount (1958)*
ALABAMA	860	\$ 1,012.29
ALASKA	46	49.09
ARIZONA	282	367.04
ARKANSAS	634	1,450.66
CALIFORNIA	3,790	17,402.85
COLORADO	545	1,024.25
CONNECTICUT	581	496.48
DELAWARE	81	5.00
D. C.	128	59.01
FLORIDA	955	3,322.65
GEORGIA	1,005	2,902.20
HAWAII	173	269.83
IDAHO	342	626.00
ILLINOIS	2,297	2,549.43
INDIANA	1,128	1,602.38
IOWA	779	1,610.19
KANSAS	774	1,529.48
KENTUCKY	754	1,632.38
LOUISIANA	424	899.80
MAINE	329	141.82
MARYLAND	617	660.98
MASSACHUSETTS	903	805.44
MICHIGAN	1,948	2,603.75
MINNESOTA	1,030	801.95
MISSISSIPPI	399	418.10
MISSOURI	1,635	4,190.91
MONTANA	301	506.69
NEBRASKA	372	459.91
NEVADA	113	336.07
NEW HAMPSHIRE	204	187.96
NEW JERSEY	1,310	5,336.44
NEW MEXICO	260	205.99
NEW YORK	1,830	1,628.58
NORTH CAROLINA	1,120	2,359.09
NORTH DAKOTA	340	381.88
OHIO	2,070	3,865.89
OKLAHOMA	693	1,226.82
OREGON	697	1,242.20
PENNSYLVANIA	2,318	5,690.02
RHODE ISLAND	235	629.45
SOUTH CAROLINA	426	578.54
SOUTH DAKOTA	280	386.42
TENNESSEE	1,256	3,242.37
TEXAS	2,500	2,062.68
UTAH	421	175.18
VERMONT	187	210.02
VIRGINIA	961	1,643.20
WASHINGTON	1,266	1,217.44
WEST VIRGINIA	1,345	1,048.12
WISCONSIN	915	378.40
WYOMING	123	189.26
UNORGANIZED	24	33.00
<b>TOTAL</b>	<b>44,047</b>	<b>\$83,655.58</b>

\*The complete Founders Day gift was \$167,311.16. Half of it, as shown above, was forwarded to the National Congress. The other half was retained by the state congresses.

quest from the National Congress. However, extension activities paid for by the Founders Day Gift—both state and national—include the following:

- Field staff services
- Organization of local units
- Training of leaders
- Contacts with educational groups

Contacts within the organization that will further the aims and purposes of the National Congress of Parents and Teachers

- To extend the organization and its influence, state and national representatives, including field staff members:

Attend conventions and other meetings to present the parent-teacher program of study and action; to interpret special fields of work; to unify parent-teacher activities; to vitalize relationships.

Attend meetings of educational groups and other organizations and agencies whose aims are allied, to explain, interpret, and inspire; to take part in cooperative activities.

Carry out schools of instruction and leadership courses through national, state, district, and council meetings to inform and inspire leaders and prospective leaders.

Participate in state, regional, and district conferences and institutes on parent-teacher education in universities, colleges, and other teacher education institutions.

Thus the birthday gift honoring our Founders serves to create new opportunities for parent-teacher service among countless number of persons. It represents acceptance of our responsibility for the future of our nation—to strengthen homes, improve its schools, safeguard its communities. It represents a tribute of love and respect to those who have gone before us. It is an important expression of faith in the entire parent-teacher movement.



### A FABRIC BOOKMARK

With threads of blue and gold, the P.T.A. Objects have been woven into a handsome fabric bookmark. This bookmark is a valuable Founders Day accessory—for programs, favors, invitations, and greetings. It is available in two useful forms: mounted on an attractive all-purpose greeting card, enclosed in an envelope suitable for mailing (25 cents each), and mounted on a blue card with visit envelope (12 cents each). These Objects bookmarks, which would be treasured by P.T.A. members and their friends, may be purchased from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

## PUBLICITY HINTS . . .

### For Founders Day Chairmen

#### Newspapers

- Before your Founders Day meeting, make plans with your P.T.A. publicity chairman for getting wide newspaper coverage.

- With the help of the publicity chairman, prepare feature stories and releases for the newspapers. For instance, you might:

Describe the parent-teacher extension work that is provided through the Founders Day Gift and tell how it applies to your state and community.

Choose one or two projects initiated by the National Congress and show how the P.T.A. has developed that project in your community and state.

Make sure releases give the date, time, and location of your meeting.

- Well in advance of your Founders Day observance, give the publicity chairman a written account of all important program details.

Be sure all publicity emphasizes that the public is invited and will be welcomed.

- With assistance from the publicity chairman, see that the meeting gets good follow-up publicity:

Quote important sentences or paragraphs from the speaker, panel, or forum in writing up your account of the Founders Day program.

Remember that newspaper editors want news; tie your story to current activities—local, state, or national—as well as to historical events.

#### Displays

- Plan to display Founders Day posters in the school, the P.T.A. meeting room, downtown and neighborhood stores, the library, and other public buildings.

- Use your displays not only to publicize your Founders Day meeting but also to create interest in other phases of parent-teacher activity. For example, your exhibits might stress membership; objectives; local, state, or national P.T.A. projects; the *National Parent-Teacher* magazine; and so forth.

#### Radio and TV

- Send a notice of the Founders Day meeting to your local radio or TV station if it makes a practice of announcing events of civic interest.

- Arrange—in cooperation with the chairman of audio-visual services—a radio or TV broadcast highlighting P.T.A. goals and achievements. For example:

Have a group of P.T.A. members present *Annals of Achievement: A P.T.A. Panorama (Founders Day 1958, page 25).*

Prepare and broadcast an original script based on the Objects and current activities of state and local parent-teacher groups.

Present a discussion or a question-and-answer program featuring P.T.A. leaders and members.

# POINTERS FOR FOUNDERS DAY

**Purposes—General:** Our cherished parent-teacher Objects sum up the purposes of all P.T.A. programs, whether carried out in regular meetings, in special meetings such as the one for Founders Day, in discussion groups, or through projects.

**Purpose—Specific:** To dedicate Founders Day to the extension of the movement that through the years has been inspired by the parent-teacher Objects.

**Program Pluses:** Resources for the Founders Day program are as varied and numerous as P.T.A. members are ingenious in finding and using them. Briefly, however, they include:

**Founders Day pamphlets issued in past years.**

**Procedure books and record books.**

**"National Parent-Teacher: The P.T.A. Magazine"** (current and back issues).

**"National Congress Bulletin"** (current and back issues). Other National Congress and state congress publications.

The state congress and the National Congress; co-operating agencies and organizations; distinguished citizens in the community; former P.T.A. officers and members; professional and lay leaders; school administrators; et cetera—those persons who can contribute from unique funds of knowledge and understanding.

**P.T.A. Cooperators:** Getting each member to lend his efforts either in program participation or in building up the Founders Day Gift is basic for a successful program and progress toward its goal.

Each P.T.A. chairman and officer also can make significant contributions that will enhance the value of the program—for example, chairmen of committees on membership, room representatives, publicity, hospitality, budget and finance, audio-visual services.

**Presenting the Program:** Dramatize; role-play; use skits, plays, and humor; discuss, sing—whatever the method used, make it vivid, interesting, and purposeful. But do keep in mind as you plan and prepare that we look at the past only to get a perspective on what we can do in the future.

Why not distribute a mimeographed copy of your record of achievements to each person at the Founders Day meeting? (See the example in *Founders Day 1958*.) Founders Day is a good time for evaluation, and evaluation is always useful for finding out *how we have helped* to extend the parent-teacher movement and *how we should continue to move forward*.

Awarding honorary state and national life memberships is an appropriate part of the program, for the services recognized by these awards and those to be derived from their proceeds all denote parent-teacher ideals in action.

And, finally, please *do hold the meeting in the evening* so that *everyone* in the community may participate.

**Providing for the Gift:** We might possibly compare the Founders Day Gift to the enthusiastic applause reaped by a fine performance. Our "audiences," too, are ready to show their appreciation—appreciation for what the P.T.A. has done and will do—if (1) the program is constructive, and if (2) they understand that their gifts will reach into the homes, schools, and communities of the nation's children.

Be sure to see "The Founders Day Gift" elsewhere in this *Bulletin*.

**P.T.A. Guidepost:** For more detailed information on duties of the program and Founders Day chairman, objectives, and suggested activities, see pages 199–207 in the *Parent-Teacher Manual*.

## Founders Day Pamphlets

- The Founders Day pamphlet, issued in past years, contained information, suggestions, and program ideas that are still of interest to parent-teacher associations. The following list shows some of the special features to be found in the 1956–58 editions:

### Founders Day—1956

- Some Sample Programs  
 "Mister Facts" (puppet play)  
 "Of Any Child Alive" (play)  
 "Grandfather National" (play)  
 Find the P.T.A. Word (puzzle)

### Founders Day—1957

- "Our Objects, Then and Now" (pageant with music)  
 "Founders Day" (candle-lighting ceremony)  
 "What P.T.A. Means to Father" (play)  
 "The Spirit of Love" (short pageant)

### Founders Day—1958

- "Founders Day at the Roosevelt High School, Portland, Oregon" (program plan)  
 "The P.T.A. Birthday" (skit)  
 "Annals of Achievement: A P.T.A. Panorama" (radio or mock radio program)  
 "A Youngster's Version of Our Objects"  
 "A Sample Achievement List"

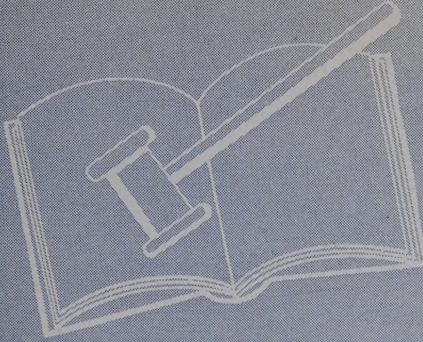
- Sufficient copies of these Founders Day pamphlets were distributed to provide one for each P.T.A. Therefore, copies should be available locally.

- It is suggested that groups producing any of the Founders Day presentations have enough of them mimeographed to supply each member of the cast, as supplies of the Founders Day pamphlets are not available for this purpose. Mimeographing may be done locally at small cost.

- For a guide to P.T.A. publicity, see the National Congress publication, *P.T.A. Public Relations: A Publicity Handbook*. This pamphlet, offering an abundance of practical suggestions, is available from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. Price: 50 cents a copy.



► Additional Founders Day material will be included in future issues of the "National Congress Bulletin."



# Legislation Program

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1958 BY THE NATIONAL  
BOARD OF MANAGERS

1958-1959

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

- The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices*.

## POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become an action item on the legislation program.

Each of the policies listed below has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. (State congresses have an opportunity to review the program annually and should review it at least once during an administration.)

The legislation ACTION ITEMS (see page 11) are based on the following policies:

### 1. Local Control

All federal child welfare legislation should include provisions that will ensure minimum federal and maximum local control.

### 2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states and territories should be made through the federal agencies, and administered by state, territorial, and local agencies most directly concerned with the subject involved.

### 3. Education

a. The free public school system should be maintained and strengthened. Education requires action at all levels of government: local, territorial, state, and national. When federal funds are involved, such monies should be channeled through the United States Office of Education to state, territorial, and local departments of education and should be administered with minimum federal and maximum local control.

b. Education beyond high school should be encouraged.

c. The United States Office of Education should be

established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

### 4. Federal Aid for Education

- a. All funds appropriated by the federal government for the support of education within the states and territories should go to publicly controlled, tax-supported schools only.
- b. Federal funds should be appropriated for the purpose of increasing educational opportunity among the several states and territories, with provisions ensuring minimum federal and maximum local control and encouragement to the states and territories to put forth their best efforts to equalize opportunities within their own boundaries.
- c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.
- d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.
- e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.
- f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state and territorial departments of education, so that vocational and general education may be effectively integrated through state and local control.
- g. Federal funds should be appropriated to give aid in

the construction of public school buildings, after approved surveys have been made. These funds should be:

- (1) channeled from the U.S. Office of Education through state and territorial departments of education to the local units of administration;
  - (2) allocated so as to encourage states and territories to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.
- h.** Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- i.** The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

## 5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

## 6. Child Life Research

Adequate appropriations should be provided for continuing cooperative programs of child life research.

## 7. Critical Materials for School Building Construction

We support measures that will give a top priority during periods of national emergency for materials, equipment, and supplies for school buildings, after major military needs of the United States have been met.

## 8. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

## 9. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

## 10. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and

spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), and the World Health Organization (WHO).

## 11. Juvenile Protection

Federal legislation should be enacted to assist in the implementation of state laws when environmental factors are involved in the safety and welfare of children and youth.

Federal funds should provide assistance to, and cooperation with, states and territories in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

Authorization for the action item on juvenile delinquency was given by vote of the delegates at the 1954 convention of the National Congress of Parents and Teachers, and by the Board of Managers at the 1955 preconvention meeting.

## 12. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state and territorial library agencies for use in promoting library service according to the pattern best suited to state and territorial needs.

## 13. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military service and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

## 14. Postal Rates

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

## 15. Rural Services

We support the basic principle of equalization of education, recreation, and health services for children and youth in rural areas.

## 16. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

# ACTION ITEMS

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the Eighty-sixth Congress convenes in January 1959. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

## 1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

## 2. Adequate Support for Certain Federal Offices and Agencies

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

- a. Office of Education, U.S. Department of Health, Education, and Welfare
- b. Children's Bureau, U.S. Department of Health, Education, and Welfare
- c. Food and Drug Administration, U.S. Department of Health, Education and Welfare
- d. Public Health Service, U.S. Department of Health, Education, and Welfare
- e. The Institute of Home Economics in the Agricultural Research Service of the U.S. Department of Agriculture
- f. Federal Extension Service, U.S. Department of Agriculture
- g. School Lunch Program, U.S. Department of Agriculture
- h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

## 3. Emergency Aid for School Building Construction

The effective solution of problems caused by the acute

shortage of classrooms for the nation's children requires action at all levels of government: local, territorial, state, and national. The need for classrooms grows more acute, even as states and communities are constantly bettering their own efforts to finance their own programs of school construction.

The Eighty-sixth Congress will be faced with school construction problems. We shall redouble our efforts to secure legislation that will provide for aid from the federal government to states and territories, so that local communities can expand their school building construction. Such legislation should be on an *emergency* basis and *terminal* in scope.

## 4. Juvenile Delinquency—Prevention and Control

Legislation to provide assistance to, and cooperation with, states and territories in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency is expected in the Eighty-sixth Congress. Such legislation is expected to include provisions for grants to states, including grants for training personnel and grants for special projects.

## 5. International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure adequate appropriations for UNICEF in order to ensure a continued and expanded program for children everywhere.

## CONTINUING CONCERNS

- In other years the action items have included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. No action on these subjects is anticipated at this time.

## FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The U.S. Office of Education conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states and territories, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states and territories for land-grant colleges, vocational education and rehabilitation, library services, and schools in areas affected by federal activities.

The Children's Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states and territories for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The Food and Drug Administration protects the consumer (the family) by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The U.S. Public Health Service is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states and territories for such purposes as hospital construction and control of communicable diseases.

The Institute of Home Economics in the Agricultural Research Service of the Department of Agriculture conducts research on foods and nutrition, clothing and textiles, housing and equipment, and household economics. Through its research new knowledge is developed about efficient household management and ways to make best consumer use of foods, fibers, and other products of the nation's farms.

The Federal Extension Service is the agency that, in cooperation with the land-grant colleges, brings the results of continuing research to the rural community, employ-

ing home demonstration agents and other workers who deal directly with individuals and voluntary organizations.

The School Lunch Program emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The Bureau of Labor Standards and the Wage and Hour Division are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

- Each of these federal offices and agencies is a force that provides services which strengthen the family as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislation committee and that of implementing the Administration Theme, "Strengthening the Home, Source of Our Nation's Greatness."

## MAGAZINE CLUBS AND AWARDS

*April 1, 1958, to March 31, 1959*

- To encourage progress and to acknowledge achievements, P.T.A.'s will be offered membership in *National Parent-Teacher Magazine Clubs*:

The 25-or-More Club  
The 50-or-More Club  
The 75-or-More Club  
The 100-or-More Club

A special certificate will be issued to an association thereafter each time an additional 50 subscriptions are reported.

Whenever a P.T.A. has forwarded enough subscriptions to qualify for a Magazine Club, the local magazine chairman may claim a Magazine Club Membership Certificate. To secure the certificate, the person claiming it for the association must notify the magazine office in Chicago, stating the number of subscriptions forwarded and the dates on which they were sent to Chicago. Certificates cannot be given unless this information is submitted. All requests for certificates should be addressed to:

CERTIFICATE DEPARTMENT  
National Parent-Teacher  
700 North Rush Street  
Chicago 11, Illinois

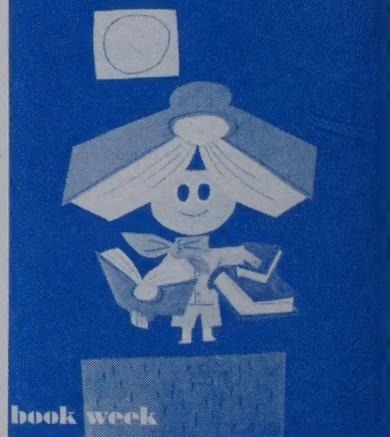
- Awards will be made to state congresses on the basis of subscriptions received from

April 1, 1958, through March 31, 1959. To qualify for an award a state congress must show an increase in subscriptions over the previous year.

Any state congress that meets one or more of the following requirements will receive an award, to be decided by the board of directors of The National Parent-Teacher and announced at the 1959 national convention:

1. The greatest per cent of subscription gain over the previous year.
2. The greatest per cent of membership subscribers (on the basis of April 15, 1958, membership figures).
3. The greatest numerical gain in subscriptions.
4. The greatest number of subscriptions.

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OCTOBER 24, 1958, IS  
UNITED NATIONS DAY